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ABSTRACT

Resources to help K-12 social studies teachers lessen the problem of prejudice in the classroom are provided in this teaching guide. A rationale for prejudice reduction is presented. An overview of prejudice research is then provided. Most of this research indicates that prejudice is quite prevalent in society but that under certain conditions it can be reduced. Basic principles applicable to elementary and secondary classrooms that are fundamental when attempting to reduce prejudice are listed. Generic guidelines for prejudice reduction are discussed, and some preliminary steps that can be taken are presented. Specific examples of effective strategies for reducing prejudice that can be implemented in K-12 classrooms are then presented. Elementary lessons include reducing stereotypes of Native Americans, developing an accurate and balanced portrayal of Mexican Americans, and exploring religious discrimination. Secondary lessons are uncovering myths and realities about the elderly, examining social protest among minorities, and reducing stereotypes of women in non-traditional roles. An annotated listing of teacher resources concludes the guide. (RM)

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How To Do It

IN THE SOCIAL STUDIES CLASSROOM

SERIES 4 NUMBER 2

REDUCING PREJUDICE IN THE CLASSROOM

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National Committee on Racism and
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PREFACE

Few people would debate that prejudice is a leading problem of our society. Since schools are a societal microcosm, prejudice exists in many classrooms throughout America. Teachers recognize that prejudice is a problem, but often do not have sufficient knowledge or skills to combat it. The most frequent reaction by teachers is to enhance student learning about the individuals or groups that are the target of prejudice. This approach to prejudice reduction is based on the belief that increased knowledge will set people free from stereotypes and misconceptions.

Research indicates that knowledge alone is not an effective deterrent to the prob-

lem.¹ What teachers need is greater insight into prejudice reduction and exposure to additional strategies designed to lessen the problem within elementary and secondary classrooms. This pamphlet is designed to meet these two needs.

I. INTRODUCTION

The word prejudice comes from *praejudicium*, an ancient Roman term for a pretrial that determined a defendant's social status. The subsequent manner in which an accused was treated by the court authorities depended upon the *praejudicium*. Today, as it is commonly defined, prejudice refers to preconceived feelings, opinions and attitudes of individuals or groups based on limited information. Usually, but not always, it is a negative prejudgment. In the social studies, the term commonly surfaces when societal groups are described, particularly racial and minority groups. The term also appears when lawyers, blue collar workers, clergy, bohemians, politicians and many other groups are described.

As Steinfeld² vividly points out in

¹ Glenn S. Pate, "Research on Prejudice Reduction," *Educational Leadership* (January 1981): 288-291.

² Melvin Steinfeld, *Cracks in the Melting Pot* (New York: Glencoe Press, 1973).

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Cracks in the Melting Pot, all societies are affected by individuals and groups who hold prejudicial views toward others. Frequently prejudicial views influence decisions affecting others: blacks are denied access to housing opportunities because they are viewed as incapable to "taking care of property;" Jews are denied job opportunities because they are perceived as being too aggressive and "pushy;" women are denied opportunities to compete for high level white collar jobs because they lack "the aggressiveness and fortitude of males."

Society is sufficiently concerned with prejudices that it has included public education in the responsibility of addressing this issue. Two goals of education that teachers strive to meet focus on learners "examining and using information effectively" and "learning how to respect and get along with people who think, dress, and act differently." Social studies educators, particularly, have been given the task of planning instructional experiences that attempt to reduce prejudice among young learners.

Reducing Prejudice in the Classroom provides the classroom teacher with a brief rationale for prejudice reduction, research in the area, instructional strategies for prejudice reduction applicable to elementary and secondary teachers, and a bibliography of references and teacher materials.

II. RATIONALE

It is fundamental in societies such as ours that an educated populace is able to recognize and act against information that attempts to introduce and reinforce prejudicial statements about groups. There are three basic reasons why schools should devote considerable attention to the task of reducing prejudice among young children. First, in democratic societies where the citizens are required to play a major role in the political process, such as electing government officials and acting on political statements, it is imperative that schools provide children with information and skills so that they will learn to make decisions that will impact positively on society. Second, it is essential in a pluralistic society that attempts are made to bring about greater recognition, understanding and acceptance of group differences. Finally, as the world shrinks, it is important to foster among young children an accurate understanding and respect for our world neighbors.

III. OVERVIEW OF RESEARCH ON PREJUDICE REDUCTION

A. Introduction

Prejudice is tenacious, it thrives on ignorance, it is usually learned early in life,

and, once learned, it may persist unless challenged. Reducing prejudice among children is a difficult task. Preschool instruction of children usually takes place in the family, and there is little society can do to control what children may internalize. Other principal agencies of socialization outside the family (e.g., schools, churches, and the media) may also inadvertently promote prejudice, but the expectation is that these socializing agencies will tend to work to combat this social ill.

After some four decades, research related to prejudice and intergroup relations in the United States and elsewhere has dispelled several established myths and yielded important generalizations useful to elementary and secondary classroom teachers. Most of the research on prejudice reduction indicates that prejudice is quite prevalent in society but that under certain conditions it can be reduced. These conditions can be transformed into teaching strategies useful to classroom teachers who seek to modify prejudicial attitudes relating to minority, ethnic and other societal groups.

B. Preschool Children

Children do not enter school without some racial awareness. There is evidence that they are aware of racial differences by the age of three. Close to half a century ago, educators were examining young children's self-perceptions and racial preference with respect to playmates and playthings. In a study that employed a picture test with young children living in New York, Georgia and Tennessee, Horowitz³ found a strong preference by black children for white figures and illustrations. In another study, Goodman¹ observed that nursery-age children were aware of some racial subtleties associated with being black and white in America and that children's attitudes—prejudices and biases—are closely related to the attitudes held by their parents. A decade later, Morland² conducted a study in Lynchburg, Virginia, similar to the Horowitz study and reached results supporting previous research.

C. Curriculum Changes

The 1960s was the decade of curriculum change. Using such phrases as "compensatory programs," "instructional adaptation" and "curriculum differentiation," educators concentrated their energies on providing teachers with strategies for teaching the "disadvantaged." Young children—black and white—would feel good about themselves and

³ Eugene L. Horowitz, "The Development of Attitudes Toward the Negro," *Archives of Psychology* 194 (January 1936).

¹ Mary Ellen Goodman, *Racial Awareness in Young Children* (Cambridge, MA: Addison-Wesley Press, 1952).

² J. Kenneth Morland, "The Development of Racial Bias," *Theory Into Practice* 2 (Winter 1963): 120-127.

others, and thereby hold less prejudicial views of one another. By the 1970s research had expanded to include more sophisticated examinations of curricular materials and classroom settings. Mitsakos⁶ employed "The Family of Man," a social studies program developed by the University of Minnesota, to examine the effectiveness of global education objectives on eight-year-old children's attitudes. He found that carefully designed primary grade social studies programs can have a positive impact on the attitudes of young children toward other countries. Campbell and Wirtenberg⁷ summarized findings of studies focusing on intergroup relations and multicultural materials. Many of these studies reported an increase in favorable attitudes among black and white learners who read stories depicting the targeted groups in varied roles. Positive attitudinal changes were also noted when children read and discussed stories of males and females in non-traditional roles.

D. Instructional Practices

By the late 1960s, researchers were also becoming aware that providing teachers with general information about minorities did not address the complex needs of disadvantaged learners and reduce racial tensions in segregated and nonsegregated classrooms. Investigators began to discover effective instructional strategies to reduce prejudice. According to Selltiz and Cook,⁸ post-World War II research in the area of prejudice reduction suggested that face-to-face contact—under certain conditions—is an effective method of reducing prejudice. Children of particular ages were found most receptive to instructional strategies aimed at changing attitudes. Lambert and Klineberg⁹ polled over 3,000 young learners and found 10-year-old children were more inclined to learn about other people than were 6- and 14-year-old learners. Fowler and Burnett¹⁰ also found that nursery school children placed in clearly defined group settings showed considerable gain in social and cognitive learning. Finally, Gimmetstad and DeChiara¹¹ focused on one

kind of activity popularly used in the elementary school—dramatic play—and found it to be an effective tool for reducing prejudice among young children. Thus, during the 1970s and early 1980s, educators were identifying specific methods of reducing prejudice in different types of classrooms.

IV. BASIC PRINCIPLES IN PREJUDICE REDUCTION

As the preceding section suggests, educators are concerned with pupil attitudes and the process by which children acquire particular perceptions of ethnic and minority groups. A summary of the literature suggests basic principles that are fundamental when attempting to reduce prejudice. A number of these principles are applicable to elementary and secondary classrooms.

- Formal learning or the acquisition of knowledge about prejudice is by itself unlikely to alter deep-rooted attitudes regarding minorities.
- Social and cultural factors, even more than education, may influence the shaping of attitudes toward minorities.
- Students working with students of other races may develop positive attitudes regarding their peers and cross-ethnic friendships may develop.
- Socioeconomic status is an important factor in the development of prejudice. Unfortunately, it is difficult to determine the degree to which class status and/or racial attitudes contribute to prejudice.
- Media, both print and nonprint, shape attitudes regarding the acceptance or rejection of individuals or groups.
- Students with positive self-concepts and high self-esteem are likely to exhibit less prejudice.
- Teachers need to establish a positive classroom environment conducive to students learning and developing a sensitivity for the needs and problems of all students.

V. GENERIC GUIDELINES FOR PREJUDICE REDUCTION

Confronting and addressing prejudices in the classroom is no easy task, but, as the research indicates, teachers can change attitudes and behaviors. Teachers who initiate strategies for reducing prejudice typically follow general educational principles fundamental to supporting a multiethnic ideology. First is the belief that consistency is required if there is to be movement toward toleration and respect for one another. Consistency is reflected in a school's philosophy and goals and the administration's preparedness to act vigorously whenever serious infractions occur. Consistency is also reflected in institutional decisions that complement federal legislation regarding racial and sex discrimination.

⁶ Charles L. Mitsakos, "Social Education Programs and Their Effects on Children's Attitudes Toward Other Nations and Other Peoples," *Journal of Education* 159 (November 1977): 23-27.

⁷ Patricia B. Campbell and Jeana Wirtenberg, "How Books Influence Children: What the Research Shows," *International Books for Children Bulletin* (No. 6, 1980): 3-6.

⁸ Claire Selltiz and Stuart Cook, "The Effects of Personal Contact on Intergroup Relations," *Theory Into Practice* 2 (Winter 1963): 158-165.

⁹ Wallace E. Lambert and Otto Klineberg, *Children's Views of Foreign Peoples: A Cross-National Study* (New York: Appleton-Century-Crofts, 1967).

¹⁰ William Fowler and Alice Burnett, "Models for Learning in an Integrated Preschool," *The Elementary School Journal* 67 (May 1967): 428-441.

¹¹ Beverley F. Gimmetstad and Edith DeChiara, "Dramatic Play: A Vehicle for Prejudice Reduction in the Elementary School," *Journal of Educational Research* 76 (September/October 1982): 43-49.

Second is a sense of commitment to the inherent worth of students, the value of nurturing competence in subject matter, and the value of promoting understanding and respect for cultural differences. Students are valued and placed in instructional settings where they can learn to value themselves and to value others. To reach these long-range goals, teachers help students distinguish fact from opinion and fact from stereotype; teachers also provide students with the knowledge and skills needed to identify cultural biases and to formulate inferences on the potential destructive nature of prejudice. They arrange situations in which students are able to experience vicariously the feelings of a minority group member and also, when possible, to interact with different kinds of people so that they may become aware of the positive values of these individuals. Third is a sensitivity to the physical, social, emotional and mental characteristics of students, and, when necessary, to use all available school resources to change individual behaviors. Fourth is a sense of commitment toward prejudice reduction. This commitment means that teachers strive to gain a greater understanding of multicultural education and a greater sensitivity for a curriculum reflective of cultural pluralism. Since language is so important in changing attitudes, students need to be introduced to the language of prejudice-analysis: ethnocentrism, xenophobia, stereotyping, discrimination, institutional racism, scapegoating, etc.

VI. REDUCING PREJUDICE: SOME PRELIMINARY STEPS

Children inevitably bring their prejudices to school. Therefore, it becomes the responsibility of the teacher to utilize successful classroom strategies designed to reduce these existing prejudices while preventing the formation of future misconceptions. To this end, teachers should be aware of the available literature, the generic guidelines for prejudice reduction, and some preliminary instructional steps prior to initiating an instructional strategy, as illustrated in the following example. The steps outlined below utilize the planning process described by Jarolimek and Foster¹² and the principles listed by Pate.¹³ Too often in the primary grades, Native American studies previously consisted of the following: (1) Teacher begins a study of "Indians" around Thanksgiving time by building a tepee and teaching pupils about corn, headbands, feathers, tomahawks and warpaint. (2) In classroom discussions, "Indians" are characterized as friendly, help-

ful, savage, sneaky and primitive. (3) In a culminating activity, a Thanksgiving dinner is held and pupils, dressed as colonials and friendly "Indians," discuss the need for cooperative efforts between the two parties.

The frequent use of this approach can lead to the reinforcement of deeply rooted stereotypes regarding Native Americans. The initial steps described below represent a process that can lead to a more accurate and sensitive portrayal of Native Americans and other ethnic groups in the primary grades.

A. Assessing Teacher Knowledge

First, teachers should gauge their own knowledge of the ethnic group. This measurement can be achieved through a variety of methods that include consulting books and periodicals written for and about the specific ethnic group, interacting with members of that group, and examining curricula materials developed by and for ethnic group members. For example, teachers can assess their knowledge of Native Americans by reading histories of various American tribes; consulting the Bureau of Indian Affairs in Washington, DC, for information; examining Thanksgiving units written by teachers at reservation schools; and where feasible, visiting Native American communities to talk with tribal members. A diversity of methods must be used if teachers are to enhance their perception of specific ethnic groups. If teachers hold a stereotype perception of the group, some form of remediation should be initiated (i.e., inservice workshops, course in multi-ethnic education).

B. Assessing Student Knowledge

Second, teachers should assess their students' knowledge and perceptions of the ethnic group and identify instructional strategies aimed at providing them with an accurate and balanced portrayal of the group. This assessment may take many forms including standardized or teacher-constructed written tests, observations and discussions. During a Native American unit, teachers could administer pre- and post-tests that outline basic concepts to be mastered, or children could individually select the most accurate image of a Native American from a series of pictures, several of which portray the group stereotypically.

VII. REDUCING PREJUDICE IN THE ELEMENTARY CLASSROOM: SOME EFFECTIVE STRATEGIES

Lesson 1: Reducing Stereotypes of Native Americans

Given the above example, instruction aimed at initiating discussions focused on how pupils acquire particular perceptions of the ethnic group, the limitations of stereotypes, and the need for up-to-date accounts of the group can be developed and evaluated. Atten-

¹² John Jarolimek and Clifford D. Foster, *Touching and Learning in the Elementary School* (New York: Macmillan, 1980).

¹³ Glenn S. Pate, "Research on Prejudice Reduction," *Educational Leadership* 38 (January 1982): 228-291.

tion can be directed toward the media and its role in promoting stereotypes, the limitations of stereotypes portrayed, and the need to gain information that emphasizes the similarities as well as differences among groups. As part of a Native American study, the following lesson can be utilized in grades 3 to 6 with appropriate modifications.

Educational Goal: The students will recognize stereotypes of Native Americans in films.

Method: Viewing films and discussion.

Time: Three class periods.

Too often young children accept as truth the images of social groups depicted through television and film. This acceptance seems especially prevalent in terms of the stereotypes of Native Americans projected through western movies. In preparation for this lesson, the teacher locates both a stereotypical "cowboy-Indian" movie and a Native American documentary depicting contemporary reservation life. Sources for these films include commercial and educational film catalogs, television stations, university media centers, and special agencies like tribal councils or media libraries.

The first two class periods can be used to view and summarize each film. During the third period, a discussion is initiated and students are asked to list the similarities and differences between the two films. The attributes identified can be reinforced through relevant visual aids previously prepared by the teacher or students.

Also, students can explore the negative results of stereotyping Native Americans and other groups. Possible supplementary activities for this lesson include a pen-pal program with Native American students, guest speakers (preferably Native Americans) and relevant field trips.

Interdisciplinary Approach:

Teachers can develop interdisciplinary teaching units that depict the ethnic group in a variety of historical and contemporary settings so that pupils can acquire an accurate and balanced portrayal of the group. Within the elementary school setting, successful interdisciplinary units often integrate social studies, reading, language arts and writing. However, it is frequently possible to incorporate math, spelling, science and physical education into these units, also. For example, a Native American unit for the primary grades can include an overview of the history and present cultures of particular Native American tribes. Specifically, students can study folktales, sign language, monetary systems, weather lore and tribal games. In addition, the scope of the unit can provide students with the opportunity to review their research, library and map skills.

Lesson 2: Developing an Accurate and Balanced Portrayal of Mexican Americans

In conjunction with becoming aware of the limitations of stereotypes, students should learn the value of an accurate and balanced portrayal of ethnic groups. This lesson is designed to counter an unbalanced portrayal of Mexican Americans found in some basal readers. In this section, another variable considered effective in reducing prejudice is introduced—face-to-face contact between the dominant and minority groups within the classroom.¹¹

Educational Goal: The students will recognize stereotypes in curricular materials and strive to internalize an accurate and balanced portrayal of the group through discussion sessions.

Method: Examining curricular materials, discussion groups, construction of a mural.

Time: Five classes.

Too often Mexican Americans are portrayed as non-English speakers and as migrants. It is not unusual to discover that the health, science and math texts make no references to Mexican Americans and contain few, if any, illustrations reflecting the culturally diverse nature of society. How can a teacher combat this unbalanced portrayal of Mexican Americans? As a first step, students write on the chalkboard the location of each portrayal and a brief description of its content.

In the second period, the leader of each discussion group provides the class with examples of the content describing Mexican Americans. The teacher then classifies what the students have written on the chalkboard into general categories, i.e., historical themes, contributions, human drama. Once the content describing Mexican Americans is reclassified, the teacher poses the following question for discussion: How are Mexican Americans described in our textbooks? If the class concludes that Mexican Americans are not portrayed in an accurate and balanced fashion, students can offer suggestions on how to correct the situation.

During the third period, the teacher reviews with the class the definition of stereotypes, limitations of stereotypes, and methods of constructing a more accurate and balanced portrayal of the group. Possible activities include:

- a. Involving the students in discussions aimed at broadening their understanding of how Mexican Americans have contributed to the growth and development of 20th century America. For example, through a game and subsequent dis-

¹¹ Ibid.

cussion students can identify Mexican American political leaders like Henry Cisneros, mayor of San Antonio; Julian Nava, former ambassador to Mexico; Romana A. Banuelos, former treasurer of the United States.

- b. Enabling the students to practice their library and research skills by locating material in the school and city libraries on Mexican Americans. Have the students share the material with the class and indicate whether the material presents an accurate and balanced portrayal of the group.
- c. Using a variety of materials including stereotypical depictions of the groups to sensitize students to the limitations that such materials portray. Stereotypical materials can be found in children's books, old school texts, greeting cards, comics and literature from anti-Mexican American groups. Teachers should review this material carefully before deciding what is appropriate for their students.
- d. Structuring learning activities that allow pupils to gain an understanding of a generalization—e.g., Mexican Americans have contributed much to 20th century America. Whenever possible use a variety of curricular materials to introduce and reinforce particular understandings; a story appearing in a basal, for example, can be reinforced with content from other textbooks and tradebooks.

For the fourth period, invite Mexican Americans—parents, teacher aides, political/community leaders, priests, law enforcement officials, notary publics—to speak to the class on some facet of the Mexican American experience. In addition, ask Mexican Americans in the class to volunteer public and personal information. Additional activities can:

- a. Involve Mexican-American students in the class in a variety of activities. Have them lead discussions, provide information in discussions, and engage in other behaviors that lead to that attainment of established objectives. Students can share family holiday traditions, bring to class appropriate guest speakers, set up a classroom display of Hispanic artifacts, and share a traditional family recipe to be made and eaten by class members at school.
- b. Involve the students in a field trip out into the community. Contact local Mexican-American leaders and visit their places of business. Ask the individuals to relay to the class how they contribute to the community, how they became "leaders" in their communities, and how they are part of the Mexican-American experience.

As a culmination, ask the class to construct a mural depicting facets of the Mexican-American experience they encountered. Students begin by placing on the mural information they found in their basal readers and other texts. Then, they add the supplementary information they uncovered through classroom instruction, library research, and interactions with Mexican-American community leaders. The intent of

this culminating experience is two-fold: (1) to develop an accurate and balanced portrayal of Mexican Americans and (2) to suggest to the students that in most instances it is necessary to go beyond the textbook to gain an accurate and balanced portrayal of a societal group.

Lesson 3: Exploring Religious Discrimination in the Classroom

This lesson provides the teacher with a clearer explanation of what is meant by the phrase "developing your own intervention strategies." Often students are unaware of the presence of religious discrimination within their community, state, nation and world. They do not realize that individuals are denied social, economic and political opportunities due to religious beliefs. As the teacher develops appropriate intervention strategies, consideration must be given to the mores of the school community. The following suggestions provide a springboard for teacher use when formulating the lesson:

1. Increase the instructional activities in current events that reflect religious discrimination, e.g., Northern Ireland, Lebanon.
2. Demonstrate greater sensitivity to socialization patterns among and within minority and nonminority groups, e.g., acknowledgement of Jewish holy days.
3. Develop additional instructional activities using materials other than the textbooks, e.g., presentation of Buddhist or Islamic practices.
4. Utilize classroom discussions that focus on the limitations of stereotypes, e.g., historical and contemporary examples of stereotypes of religious groups.
5. Use community resources — leaders from various religious denominations and groups, e.g., Catholic nuns and Jewish cantors, can capture the interest of young learners.

There are a number of creative ways of reducing prejudice in the classroom. The examples described above suggest some useful strategies for elementary teachers; a perusal of social studies resources can provide others. These examples can be easily modified to fit specific needs.

VIII. REDUCING PREJUDICE IN THE SECONDARY CLASSROOM: SOME EFFECTIVE STRATEGIES

Although research indicates that increased individual knowledge about different groups of people will not automatically reduce prejudice, this knowledge may form the foundation for later prejudice reduction.¹⁵ Therefore, one type of strategy suggested here focuses on increasing secondary stu-

¹⁵ Ibid.

dents' knowledge about various ethnic groups. One way for the students to increase their knowledge about the general nature of prejudice, and the nature of their own specific prejudices, is to participate in a classroom activity where the preconceived stereotypes of students about a particular group are compared with actual group characteristics. Lesson 1 describes the use of questions from an attitudinal scale designed to measure prejudice against the elderly as a technique for reducing the prejudice.

Research also supports the notion that contact between individuals of different backgrounds reduces prejudice if certain conditions are present in the contact situation.¹⁶ Although contact in an educational setting can be promoted through guest speakers, field trips and extra-curricular activities, probably the easiest contact strategy for the secondary social studies teacher is grouping "different" students for various learning activities. However, for such classroom contact to be effective as a prejudice-reducing mechanism, the teacher must take certain factors into account. For example, minority and nonminority students must perceive the outcomes as worthwhile and beneficial to their educational development.

In Lesson 1 students examine myths and realities about older persons. Lessons 2 and 3 are based on research findings. "Examining Social Protest Among Minorities" gives students examples of groups actively involved in combating racism. "Reducing Stereotypes of Women in Non-Traditional Roles" provides students with first-hand exposure to the changing role of women in American society.

Lesson 1: Uncovering Myths and Realities about the Elderly

Educational Goal: Students will recognize common negative stereotypes about the elderly by identifying several examples.

Method: True-False Survey and Discussion

Time: One class period.

Negative beliefs about old people fall into two categories: beliefs based on incorrect information and negative stereotypes about the elderly that can be applied to other groups. The first four statements in the list provided below represent errors of fact; the second six are universal negative stereotypes.

It is suggested that students discuss the limitations of making decisions based on insufficient information and of applying particular characteristics found in some individuals to the whole group and to other groups. The students should also reach the conclusion that most societal groups are extremely heterogeneous and that making general statements about specific groups must be done with utmost care.

¹⁶ Sellitz and Cook, loc. cit.

True/False Test About Old People

1. Most old people in the United States live in homes for the elderly. (Most old people live in single family residences.)
2. In general most old people act as if they are in a second childhood. (Less than twenty percent of old people suffer from senile dementia.)
3. Most old people are inactive and have no interests.
4. Most old people would prefer to quit work as soon as their pensions or their children can support them.
5. Old people get upset more easily than people in other age groups.
6. Old people like to gossip more than other age groups.
7. Most old people make one feel ill at ease.
8. Most old people spend too much time prying into the affairs of others and giving unsought advice.
9. There are a few exceptions, but in general most old people are all alike.
10. Most old people are irritable, grouchy and unpleasant.

It is suggested that students label each statement either true or false. Then their answers for each statement are tabulated and written on the chalkboard. The teacher now can discuss each statement with the class citing reasons why it is false. This particular lesson offers a good opportunity for the teacher and students to discuss the general nature of prejudice, since the word "old" in the last six statements could be changed to a number of other groups including "black" or "women."

Lesson 2: Examining Social Protest Among Minorities

Educational Goal: Students will recognize that groups have employed social protest in an effort to resist prejudice and discrimination.

Method: Group Activity

Time: Two-week period.

The teacher reviews with the students the concepts "prejudice" and "discrimination." Next, he/she discusses various minorities and the approaches these groups have employed to resist prejudice and discrimination. For example, students can examine how Black Americans, Italian Americans, Jewish Americans, and Mexican Americans use social protest. The teacher then tells the students that these groups were selected because they are a cross section of the nation's ethnic groups and the approaches they use to resist prejudice have certain similarities.

Next, students research and present a brief history of the groups, focusing on each one's unique method of resisting prejudice and discrimination. Students should arrive at some of these conclusions: Jewish Americans have formed a number of organizations—

Anti-Defamation League of B'nai B'rith, American Jewish Committee, American Jewish Congress—and promoted legislative and judicial action; Mexican Americans under the leadership of Cesar Chavez and the United Farmworkers Organizing Committee have used the boycott to protest low wages and substandard housing; Italian Americans have protested the stereotypic portrayal of Italian Americans in the motion picture industry; Black Americans have used “sleep-ins,” “sit-ins” and “bus-ins” to resist discriminatory practices. Finally, the teacher discusses with the students how to develop a pictorial essay on some facet of social protest. Each student participates in the construction of a pictorial essay illustrating one or more groups involved in social protest. The essay is submitted, reviewed for content accuracy and quality of expression, and returned with written comment. In concluding the lesson, students identify how other groups (e.g., veterans of war, young men who oppose the draft, anti-nuclear groups) have attempted to resist violation of constitutional rights.

Lesson 3: Reducing Stereotypes of Women in Non-Traditional Roles

Educational Goal: Students will understand that employment opportunities should not be limited due to sex.

Method: Field Practicum and Discussion.

Time: Three class periods and one school day.

In preparation for this lesson, the teacher compiles a list of women who are employed in non-traditional occupations in the immediate geographical area. These individuals can be identified through consultation with local businesses, employment agencies, Chamber of Commerce, etc. Each woman contacted is asked to discuss her occupation and willingness to participate in a “Working Woman Field Day.” The intent of this lesson is to allow every student to spend an entire day with a woman employed in a non-traditional occupation as a bricklayer, doctor, police, welder, farmer, lawyer, auto mechanic, etc.

Once the logistics have been arranged with the school district, local businesses, women employees and parents, the lesson begins with students receiving their assigned occupations. Students spend the first two class periods gathering information about the occupations and making any needed preparations for the field day. On the following day, students report to the local businesses to accompany the women as they pursue their daily occupations. Interaction between the individuals is strongly encouraged as the students are required to spend at least six hours with these workers.

The last class period is critical to the success of the lesson; at this time, students

share their experiences with fellow class members and the teacher. Through a series of probing questions, the teacher may focus student attention on the human and monetary cost of prejudice in employment. The contact aspect of this lesson contributes to student growth by reducing their prejudices.

IX. CONCLUSION

In a recent article entitled “In Schools, Brotherhood is ‘Camp,’” a Long Island, New York, school superintendent observed:

By no means do I wish to condemn an entire generation, but the ease with which large numbers of young people admit, without reticence or embarrassment, covert prejudice supports my thesis. There is no vehement denial of racial prejudice. Worse, there is little or no desire to ameliorate this attitude. Instead, most students are comforted by the admission that “We’re all prejudiced.” My cause for concern is not their honesty but their acceptance of the evil of prejudice without any desire or need to do anything about it.¹⁷

It is essential that the prejudiced viewpoints and attitudes of students be reduced if we are to perpetuate and strengthen our democratic pluralistic society, a society that is constantly growing more varied and more pluralistic. Over the past ten years, the number of Asian Americans has increased by 256 percent; the number of Hispanic Americans by 40 percent. It is estimated that by 1990 there will be 3.4 million U.S. school children from non-English speaking backgrounds.¹⁸

“Reducing Prejudice in the Classroom” should help teachers effectively address the vital task of developing a society in which the many ethnic, racial and religious groups that make up this nation live and work together in friendship and cooperation.

X. TEACHER RESOURCES

The materials described below are a representative sample of curricula available to the classroom teacher, including reference materials for the teacher and audio-visual materials for classroom use. As indicated earlier, teachers should examine these materials carefully and select those appropriate for their own classrooms.

A. Books

Allen, Vernon L. *Psychological Factors in Poverty* (Institute for Research on Poverty Monograph Series). Academic Press, 1970.

Selections of recent theoretical and empirical developments in behavioral science that relate to understanding poverty and classism.

¹⁷ Robert Ricken, “In Schools, Brotherhood is ‘Camp,’” *Newday* (September 24, 1982): 19.

¹⁸ “Minorities Changing Public School Character,” *Education U.S.A.* (August 8, 1983): 375.

- Barker, Gwendolyn C. *Planning and Organizing for Multicultural Instruction*. Reading, MA: Addison-Wesley Publishing Co., 1983.
- A conceptual approach to multicultural education, as well as practical suggestions for achieving education that is multicultural throughout every facet of its structure and process.
- Cummings, Marlene A., et al. *Individual Differences: An Experience in Human Relations for Children*. New York: Anti-Defamation League of B'nai B'rith.
- A series of instructional units providing over 200 classroom activities to foster understanding of human diversity and the nature of prejudice.
- Feagin, Joe R., and Clairece Booher Feagin. *Discrimination American Style*. Englewood Cliffs, NJ: Prentice-Hall, 1978.
- A description of the behavior and effects of institutionalized discrimination in employment, housing, health and social services, education, politics and the courts.
- Forehand, Garlie A., and Marjorie Ragosta. *A Handbook for Integrated Schooling*. Princeton, NJ: Educational Testing Service, 1976.
- A handbook on research based upon two assumptions: (1) that schooling in the U.S. will be and should be racially integrated; (2) that there are positive actions that can be taken to maximize the educational benefits of integrated schools.
- Gabelko, Nina Hersch, and John U. Michaelis. *Reducing Adolescent Prejudice: A Handbook*. New York, NY: Teachers College Press, 1981.
- A combination of cognitive and affective teaching and learning activities that are developed to reduce adolescent prejudice and increase critical thinking. Each chapter or lesson contains objectives, questions and suggestions for evaluation, in addition to readings and classroom exercises.
- Gibson, John S. *The Intergroup Relations Curriculum: A Program For Elementary School Education*. Medford, MA: Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1969.
- Designed to help students to advance democratic human relations by teaching a positive self-concept, reducing stereotypic and prejudicial thinking, and understanding the contributions made by a variety of people to the development of the U.S. Through active participation such as role playing, discovery, inquiry, and gaming, the students become more effective participants in their community.
- Glock, Charles, Robert Wuthnow, Jane Allyn Pilivin, and Metta Spencer. *Adolescent Prejudice*. New York: Harper and Row, 1975.
- Reports on the results of a research project that investigated the prejudice of adolescents. The study focuses on anti-semitism and racial prejudice in three communities that varied in the proportion of Jewish children in their schools.
- Gollnick, Donna, and Philip C. Chinn. *Multicultural Education in a Pluralistic Society*. St. Louis, MO: C. V. Mosby Co., 1983.
- Provides an overview of the different micro-cultures to which students belong and examines the pervasive influence of culture and the importance of understanding our own cultural background and experiences as well as those of our students.
- Grove, Cornelius Lee. *The Annotated Bibliography on Cross-Cultural Problems in Education, Volume 1: Fugitive Literature*. New York: ERIC Clearinghouse on Urban Education, Columbia University, 1978.
- A bibliography of resources that concerns problems in human interaction stemming from differences in cultural backgrounds.
- James, Alan, and Robert Jeffcoate, eds. *The School in the Multicultural Society*. London: Harper & Row, 1981.
- A collection of readings assembled as part of the education component of Open University course "Ethnic Minorities and Community Relations." All readings attempt to answer the question "What can schools do to educate children for life in the multicultural society?"
- Ogbu, John U. *Minority Education and Caste: The American System in Cross Cultural Perspective*. New York: Academic Press, 1978.
- Examines how caste or racial stratification contributes to lower school performance of blacks. Case studies of caste systems in education in other countries are presented, including Great Britain, New Zealand, India, Japan and Israel.
- Pfeiffer, William J., and John E. Jones. *A Handbook of Structured Experiences for Human Relations Training*. 6 vols. LaJolla, CA: University Associates, 1974.
- A record of ideas, structured experiences and instruments in human relations. Topics include listening, leadership style, communication, non-verbal problem solving, hidden agendas, feedback, conflict resolution, dyadic encounters and self-disclosures.
- Prejudice Project*. Omaha: University of Nebraska; New York: Anti-Defamation League of B'nai B'rith.
- A collection of curriculum modules, addressing prejudice and intergroup tension, to be incorporated into ongoing courses in teacher education.
- Rodgers, Harell R., Jr. *Racism and Inequality*. San Francisco: W. H. Freeman and Co., 1975.
- A collection of original papers discussing the persistent problems of racial discrimination and inequality in U.S. society and how these problems may be resolved.

Sedlacek, William F., and Glenwood C. Brooks. *Racism in American Education: A Model for Change*. Chicago: Nelson-Hall, 1978.

A presentation of a progressive, six-stage program to combat racism in the educational system based on both research and practical application.

Shuman, David A., et al. *The Prejudice Book*. New York: Anti-Defamation League of B'nai B'rith.

A program designed for children in middle childhood years consisting of various curriculum activities to foster competence in challenging prejudice and discrimination while enhancing student commitment to cultural pluralism.

U.S.: *A Cultural Mosaic*. San Diego, CA: San Diego City School System; New York: Anti-Defamation League of B'nai B'rith. A compendium of diversified activities for use in the elementary school classroom to teach the concepts of multicultural education and intergroup relations.

B. Organizations and Research Centers

Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017

This organization is the forefront of curriculum development in the areas of prejudice reduction and multicultural education. It provides consultants to school systems to develop curricula that correct negative attitudes and foster understanding, and produces a wide variety of print and audio-visual materials related to prejudice reduction, multicultural education and ethnic and minority studies. These resources are described in the *Catalog of Human Relations Materials*, which is available at no charge to educators by writing to the Education Department at the address cited above.

Cemrel, 2130 59th St., St. Louis, MO 63139
Cemrel is one of the eight regional laboratories funded by the National Institute of Education to improve the quality of education for the nation's children through bridging the gap between sound educational research and its actual practice in the schools.

Center for Social Organization of Schools, Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218

Several research reports on aspects of school desegregation are available from the Center for Social Organization of Schools. National Comparisons of Racial Attitudes of Segregated and Desegregated Students (Report No. 279, July 1979) examines the effect of desegregation on the racial attitudes of black and white students.

Interracial Book for Children Bulletin, 1841 Broadway, New York, NY 10023

Using accounts of real classroom experiences, the *Bulletin* offers background on educational problems and detailed practical solutions to those problems.

C. Games and Audio-Visual Resources

The American Story. Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017

A 12-part filmstrip series about families and their ethnic traditions. Each filmstrip explores a different cultural heritage and tells the story by providing a historical overview of the land of origin, a survey of immigrant patterns, the development of community structure, and the experience of a family through three generations of change.

BaFa BaFa, A Cross-Culture Simulation. Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014

A simulation of cross-cultural learning in which participants are divided into two "cultures" — Alpha and Beta — and assume differing values and definitions of social status and norms. The two groups exchange "observers," who report back to their original "culture" about the other. Each group is to develop a hypothesis about the most effective way to interact with the other culture, based on the information provided by the observer. The effectiveness and implications of the hypotheses are then analyzed.

Bill Cosby on Prejudice (film). Pyramid, 1537 14th St., Box 1048, Santa Monica, CA 90406

Bill Cosby illustrates in a monologue the problem of racial prejudice by spoofing bigoted ideas about people.

Dealing With Learning Styles and Language. Media Five, Hollywood, CA 90068

Differences in learning styles, self-expression and languages are particularly evident in an integrated classroom. These filmstrips describe how teachers can recognize and capitalize on this diversity in the classroom.

Free to Be . . . You and Me. Arista Records, 1776 Broadway, New York, NY 10019

An album of stories and songs to help girls and boys feel free to be who they are and who they want to be.

The Secret of Goodasme, An Equal Chance, Fighting Discrimination. Council on Interracial Books for Children (filmstrip).

Attempts to dispel racial and sexual prejudice, featuring space creatures from the planet "Goodasme" talking about nonstereotypic achievements and career roles; "An Equal Chance" is about inequality and racial discrimination in jobs and wages; and "Fighting Discrimination" features a conversation between a white boy and a historic black woman who was born into slavery. □

The How To Do It Notebook series 4, designed for a loose leaf binder, provides a practical and useful source of classroom methods and techniques for elementary and secondary social studies teachers. The series is published by the National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016. Additional copies: 1-9 copies, \$2.00 each; 10-49 copies, \$1.60 each; 50-99 copies, \$1.40 each; 100-499 copies, \$1.20 each; 500-999 copies, \$1.00 each; 1000 or more, \$.80 each.